

## BOOK REVIEWS

**Emerging Issues in the Electronic Environment: Challenges for Librarians and Researchers in the Sciences.** Edited by Jeannie P. Miller. New York, NY: Haworth Press, 2004. 258 p. \$29.95. ISBN: 0-7890-2578-7. Copublished as **Science & Technology Libraries**, v.25, nos. 1/2, 2004.Ⓢ

Recent technological advances have changed the work of librarians and researchers. The increased availability of electronic resources, including electronic databases and journals, has changed the way library users interact with libraries. Librarians have had to keep current with a variety of new resources and implement support mechanisms for these resources.

*Emerging Issues in the Electronic Environment* is a collection of articles copublished in two issues of *Science & Technology Libraries*. The articles discuss a variety of topics related to the electronic environment. Editor Miller, director of Science/Engineering Services in the Sterling C. Evans Library at Texas A&M University, reminds readers that librarians need to keep their information technology skills updated. She also notes that librarians are continually challenged to acquire new resources and increase accessibility to those resources for users, some of whom they might never see face-to-face.

This book provides a broad spectrum of related information in one concise volume. To understand the current situation with electronic resources, librarians need to have an understanding of how users located information in the past and how technological changes have altered these processes. The first chapter explains how scholarly communication in the sciences has changed as a result of technological advances. Figures in the chapter help illustrate how the roles of researchers, publishers, and librarians have changed and become more complex in the scholarly communication process. An explanation of new participants in the information chain—such as CrossRef, digital object identifier (DOI) registries,

and open access archives—is also especially helpful for librarians who are new to the field.

Three chapters examine electronic journals and their influence on libraries. Refreshingly, these chapters do not simply discuss the usual e-journal topics such as dealing with publishers, the expense of e-journals, or the difficulty of accessing online content. Instead, the chapters focus on less often discussed topics such as decisions about purchasing backfiles, support for supplemental e-journal materials, and methods for bibliometrics. One chapter details major e-journal issues including pricing models, economics, archives, content stability, and various versions that might exist for one journal title. Another chapter looks at the value of backfiles and discusses “classic” literature versus “ephemeral” literature. An additional chapter discusses supplemental e-journal material including audio, video, data sets, and microarrays. Recommendations for improving access to supplemental material are included. Bibliometric analysis of e-journals is discussed in a chapter including methods and practical applications for librarians. While the opening chapter detailing the major issues is useful to new librarians and others unfamiliar with e-journals, the subsequent chapters contain unique information allowing even veteran librarians to expand their knowledge.

Chapters of the book that are particularly useful focus on library users and ways to support their information needs. One chapter focuses on serendipity, or the chance discovery of information useful to a researcher. In the print-only days, researchers would browse journals nearby on the shelves or articles in the same journal issue. However, the electronic environment does not lend itself well to that type of browsing. This role continues to be a niche for librarians, as they develop innovative methods to facilitate the discovery of knowledge by introducing and teaching users about new resources.

Information overload is a prob-

lem researchers deal with on a daily basis. One chapter discusses opportunities for librarians to assist with information overload by teaching researchers about current awareness services, tools to filter their email, and use of citation management software. This information is useful to librarians at any level in their careers, as these types of services are not commonly offered by libraries.

Another opportunity for direct involvement with users is through virtual users. The chapter on library users accessing library resources as virtual patrons describes the specifics of remote access and reminds readers that this area remains in flux. The library departments most affected by these changes are access services, reference, and instruction. The section on information literacy from a distance is particularly informative as is a section on defining the virtual user.

Another chapter on Webinars, Web-based seminars with interactive elements, and their use in libraries focuses on how this new technology can be used for library instruction. The comparison of Webinars to other Web-based technologies, such as tutorials and virtual reference, particularly helps in defining and understanding the concept.

The remaining chapters round out the book by discussing biology databases, maps, and digital libraries. Digital libraries are likely the most familiar topic, and the chapter offers clear definitions and comparisons to analog libraries that are very helpful. The chapter on biology databases covers the well-known literature databases in the field as well as more specialized databases dealing with sequencing, microarrays, and proteins.

Overall, *Emerging Issues* is an informative book covering a number of subjects that will be useful to new librarians as well as those who are more experienced. Several sections will also be useful for those unfamiliar with libraries or issues in the electronic environment. It is convenient to have all of this relat-

ed information in one monograph; however, it should be noted that this book duplicates articles published in a Haworth journal. The introduction and description of resources not commonly used in libraries, such as Webinars, is equally helpful in inspiring librarians to try something new.

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**A Guide to Developing End User Education Programs in Medical Libraries.** Edited by Elizabeth Connor. Binghamton, NY: The Haworth Press, 2005. 244 p. \$24.95. ISBN: 0-7890-1725-3. ©

This book is a collection of eighteen case studies from almost every type of medical library. Librarians involved with end-user education, or about to create a plan for end-user education, will likely find at least a few ideas that will work in their environments. Programs that target medical, veterinary, physical therapy, pharmacy, and dental students; residents (hospital and academic settings); and other library patrons are included.

Each chapter is written in a structured format, making it easy to identify quickly the type of institution and the outcomes. The settings and all aspects of the education programs are described in detail. Chapters cover education plans that are used in undergraduate medical education and medical informatics curricula and plans not linked to a specific curriculum. Many cases incorporate evidence-based medicine training, especially in medical school curricula. Some institutions have developed innovative ways to deliver bibliographic instruction using the Web. The book focuses on technology, as these case studies concentrate on teaching some form of computer skill and/or use online teaching methods. Some examples include:

- creating a class assignment to build databases in Access (chapter 11)
- using iROCKET to facilitate instruction outside the classroom (chapter 17)
- developing online tutorials about library services (chapter 14)

The tables in each chapter offer a quick glance at program results and evaluation methods. The syllabi and surveys used in various programs are potentially the most useful components of this book. Each chapter offers a new perspective on education delivery. When reading through the case studies, it is interesting to see which types of programs work at different institutions.

The weaknesses of this book are the lack of hospital library programs (only 1 out of 18 chapters) and the occasional plethora of detail that can be hard to wade through. The strengths are the tables, syllabi, and surveys, as well as the variety of education programs and types of institutions. Overall, this book can help with brainstorming for a new education program or revitalizing an existing program. It will be useful for librarians who are interested in education and library science students who are curious about the types of education programs currently being implemented in medical libraries.

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**Libraries Act on Their LibQUAL+ Findings: From Data to Action.** Edited by Fred M. Heath, Martha Kyrillidou, and Consuella A. Askew. Binghamton, NY: Haworth Press, 2004. 254 p. Hardcover, \$49.95. ISBN: 0-7890-2601-5. Softcover, \$29.95. ISBN: 0-7890-2602-3. Copublished as **Journal of Library Administration**, v.40, nos. 3/4, 2004.

This volume is a compilation of fifteen articles from librarians who participated in the spring 2002 LibQUAL+™ survey. The articles "provide examples of how these libraries have used their LibQUAL+ data to identify opportunities for improving their library services and programs; to initiate further data exploration; and to inform needed change. Examples of how libraries used their qualitative data to supplement quantitative findings are also provided" (p. xviii). Two articles represent libraries in consortia; five, academic health sciences libraries; and seven, university or college libraries. The answer to the inevitable question from potential readers, "If I'm not a statistics expert, should I pass on this volume?," is a resounding "No!" Graphs, charts, and tables are peppered throughout the articles but always with complete textual explanations. A basic understanding of statistics would enhance the reading of some of these articles but is not essential to understand the implications of the findings presented.

Kyrillidou and Heath open the volume with an interesting analysis of the spring 2002 survey participants. By showing the relationship between LibQUAL+ scores and existing standard measures used to rank libraries, the authors provide a compelling argument for the need to explore other measures of library quality and effectiveness. The two articles from consortial environments underscore the strength of LibQUAL+ to provide a context broader than the local library environment and to compare results across libraries in a consortium or with national aggregate data.

Lee opens the section from health sciences libraries with an article chronicling the experience of the Association of Academic Health Sciences Libraries (AAHSL) with LibQUAL+. Because spring 2002 was the pilot survey for AAHSL, Lee provides background information on AAHSL's goals for participating in this first LibQUAL+ survey. She also addresses the special concerns of academic health scienc-

es libraries that led to the development of the five "AAHSL questions" added to the standard LibQUAL+ survey. She closes with AAHSL's recommendations for participating libraries and anticipated benefits of participating in LibQUAL+ as part of the AAHSL contingent.

LaBeause explores the potential relationships between the "higher than the norm" LibQUAL+ results achieved at Mercer University and their problem-based learning (PBL) curriculum, customer service philosophy, visibility in the medical school, and active outreach program. Forsman presents an overview of the University of Colorado Health Sciences Center's (UCHSC's) efforts to collect user survey data and to incorporate that feedback. These efforts have spanned over twenty years and represent increasingly sophisticated survey techniques, from walk-ins to online surveys, including LibQUAL+. UCHSC has historically incorporated user feedback into strategic planning and budget allocations and plans to use LibQUAL+ results to "drive the physical design and service deployment to be showcased in a new state-of-the-art biomedical library due to open in 2006" (p. 73). Peterson and his Duke University colleagues describe the process and challenges of administering the LibQUAL+ survey. They compare Duke's results to the AAHSL aggregate, identify some of their service areas for improvement, and describe plans for user follow-up to enhance LibQUAL+ data. Shedlock and Walton explore the surprising changes in results achieved in two consecutive LibQUAL+ surveys at Northwestern University's Galter Library. Comparing the Galter results with AAHSL peers for the second survey underscores the value that LibQUAL+ offers for peer-group comparisons.

This reviewer expected to focus on the health sciences libraries section and give a cursory glance to the contributions from other types of libraries, both in reading and reviewing this volume. But the con-

tributions from university or college libraries were too enticing. They offer a wealth of ideas for follow-up activities and action plans found in LibQUAL+ results.

Many of these libraries are more seasoned LibQUAL+ participants, which adds depth to their analyses and places them further along the continuum of actually integrating LibQUAL+ into strategic planning for service delivery. Librarians from the University of Arizona describe how they analyzed user comments, grouped them by service area, and forwarded them to appropriate library teams for integration into strategic planning. University of Washington librarians present their LibQUAL+ data as a piece of an established assessment program, comparing results for consistency and identification of new data. Wayne State University staff explore the territory of analyzing LibQUAL+ results by subject disciplines and user groups. University of Pittsburgh staff chart the path from LibQUAL+ data to the redesign of public service units and implementation of new user-focused services. Librarians from the University of Florida describe the use of LibQUAL+ to assess user response to library strategic directions. Bowling Green State University librarians follow the use of LibQUAL+ results, enhanced by focus group data, to develop action plans supporting strategic goals. Vanderbilt University staff describe the analysis of LibQUAL+ data to identify and implement service enhancements.

The variety of institutions and "action steps" presented in this volume is something of a smorgasbord, with tidbits that should appeal to many tastes. If you are an active LibQUAL+ participant or are considering its use, you should find this book interesting and thought provoking.

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**Scholarly Publishing in an Electronic Era.** Edited by G. E. Gordon. London, UK: Facet Publishing, 2005. 219 p. \$155.00. ISBN: 1-85604-536-6. (International Yearbook of Library and Information Management 2004-2005.)Ⓢ

Like the shoemaker whose children lack for shoes, health sciences librarians can often be so busy with the challenges of operations and so short of funds to maintain collections for their clients, that they neglect studying the context of their own profession. That context can be too close and too day to day for thoughtful reflection. The International Yearbook of Library and Information Management is a series that annually addresses historical development, current practice, major issues, and speculations about the future, centered on a theme that is addressed from varying points of view. *Scholarly Publishing in an Electronic Era* is the fifth book in this series.

Editor Gordon has recruited ten experts from universities and various aspects of the publishing industry. In this case, "international" seems to mean the English-speaking world, with writers mainly from the United Kingdom and Australia. Nevertheless, many of their examples and references are taken from research and experience in, and applicable to, the United States and developed, non-English-speaking countries.

Gordon lays the groundwork for the volume's theme in a cogent introduction by saying that scholarly publishing "has become extremely dynamic and surprisingly evolutionary" (p. xii) and following up with an overview of scholarly publishing. Rowland then provides a brief history and rationale and discusses the roles of peer review, scholarly societies, and commercial publishers; the disruptive effects of technological change; the rise and apparent fall of the Big Deal and effects of consortial purchasing; the radical alternatives of open access, institutional repositories, and self-archiving; and new models for quality assurance. Wise discusses



the antagonism between librarians and publishers and suggests that the reputations of both could be enhanced by collaboration in addressing challenges in the areas of collective licensing, copyright, and preservation.

Steele summarizes the recent history of exploding journal costs and the domination of materials budgets by science, technology, and medicine (STM) from a library perspective. He argues that the academic library's role in the twenty-first century will expand from access and storage of scholarly materials to curation and distribution. Development of institutional repositories has shown the need for effective knowledge mapping as the definition of scholarly materials widens to include images, data sets, Websites, and other digital objects. Steele's concise review of forces favoring open access and institutional archiving will be a valuable resource to inform discussions with university research offices as institutions work to comply with the National Institutes of Health (NIH) public access policies. From a publisher's perspective, Cox discusses the Big Deal, the collapse of RoweCom, and the challenges presented by open access and open archives: "We now know that new entrants into an industry can revolutionize the way things are done. It would be a foolish publisher who discounted open access as an alternative model for the future and as-

sumed that their business is immune to change" (p. 73).

The book continues with an expanded discussion of the possibilities for transforming academic publishing and the challenges cultural forces exert on open access by Prosser, director of the Scholarly Publishing and Academic Resources Coalition (SPARC) Europe, and a review of self-archiving projects and experience with an institutional repository by Pinfield. Chowdhury discusses practical problems of usability in hybrid print and electronic libraries and the effect on users' expectations of the secular Web and its search engines. Though the greater part of this discussion is devoted to journals and the scholarly article, academic publishing's future still includes books. Edwards explores the emergence of the electronic book and its place in the academic marketplace.

In the final section, Shepherd reviews vendor-supplied usage statistics and the evolution of the Counting Online Usage of Networked Electronic Resources (COUNTER) Project and its code of practice, the Association of Research Libraries (ARL) New Measures, and other initiatives that will help librarians and publishers better understand the demand side of the electronic environment. Houghton reviews the economics of publishing and ways those forces may change scholarly publishing. He neatly pulls together many of the

threads begun in previous discussions.

The purpose of a yearbook is to document recent happenings and to describe the state of the art. The state of our rapidly changing art is difficult to pin down, but the authors and editor have addressed the major issues in thoughtful, even-handed ways and provide bibliographies for further reading. The book is readable, engaging, and thoroughly indexed. Beyond its archival value, this book will be useful for practitioners in academic health sciences libraries as a framework for reflection on our art as they make decisions and exert leadership in their scholarly communities. It would also make an excellent introduction to scholarly publishing for library and information science students and librarians new to an academic setting. This book may not be for every medical library collection, but hopefully there will be a place for it in the collection of the more general academic library nearby. Access, not necessarily ownership, might be the most appropriate recommendation in this case. Just make sure you are not neglecting your own leadership development, trying to make shoes for everyone else and going barefoot yourself.

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